

# 2008 GENERAL SESSION FISCAL NOTE WORKSHEET XI (Revised Jan. 2008)

Agency: UTAH STATE OFFICE OF EDUCATION

Bill Number SB 281

TITLE OF BILL: USE OF MINIMUM SCHOOL PROGRAM NONLAPSING BALANCES by Sen. Howard Stephenson

Requested by: Ben Leishman

Fax/Electronic Mail Transmittal To:

Office of the Legislative Fiscal Analyst  
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Name: Ben Leishman

Date: March 4, 2008

Fax Number: \_\_\_\_\_

Please return to Fiscal Analyst by: March 4, 2008

This Bill Takes Effect: ☐ On passage ☐ On July 1 ☒ 60 Days after session ☐ Other \_\_\_\_\_

Bill Carries Own Appropriation: ☒

## FISCAL IMPACT OF PROPOSED LEGISLATION

	FY 2008 Supp.	FY 2009	FY 2010
<b>A. REVENUE IMPACT BY SOURCE OF FUNDS</b>			
1. General Fund			
2. Uniform School Fund - Education Fund			
3. Transportation Fund			
4. Collections			
5. Other Funds (List Below)			
6 Local Funds			
<b>7. TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## B. EXPENDITURE IMPACT:

<b>By Source of Funds</b>			
1. General Fund			
2. General Fund, One Time			
3. Uniform School Fund - Education Fund		<b>\$25,000,000</b>	
3. Transportation Fund			
4. Collections			
5. Other Funds (List Below)			
6. Local Funds			
<b>7. TOTAL</b>	<b>\$ -</b>	<b>\$ 25,000,000</b>	<b>\$ -</b>
<b>By Expenditure Category</b>			
1. Salaries, Wages and Benefits			
2. Travel			
3. Current Expenses			
4. D.P. Current Expenses			
5. Capital Outlay			
6. D.P. Capital Outlay			
7. Other (Specify)		<b>\$25,000,000</b>	
<b>8. TOTAL</b>	<b>\$ -</b>	<b>\$ 25,000,000</b>	<b>\$ -</b>

## C. IMPACT IN FUTURE YEARS?

*If no fiscal impact in the first two years, indicate any impact in future years, and explain. Also, indicate any significant changes in fiscal impact beyond the first two years. (Use back side, or attachment, if necessary.)*

Cathy Dudley  
Prepared By

MSP Budget and Property Tax Specialist - USOE  
Title

801.538.7667  
Phone #

March 4, 2008  
Date

**D. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase**

*Lines 73-76 requires the State Board of Education to make rule to administer the grant program for distinguished teachers.*

**E. Expenditure Impact Details (Ties to totals in Section C)**

*List and document methodology and/or assumptions used in determining need for workload and cost increase.*

*List number, type, and step ranges of personnel required, including benefits.*

*List details of other impacted expenditure categories as shown in Section C.*

*List additional space requirements and cost associated with requirements of this bill.*

*(USE ATTACHMENTS IF NECESSARY.)*

*This bill provides an appropriation to minimize out-of-pocket expenses to licensed teachers who obtain the American Board Distinguished Teach certification and to provide additional compensation to licensed teachers who obtain this certification. However, in order to received these grant monies, a school district or charter school shall provide matching funds equal to the amount of the grant.*

*Each American Board Distinguished Teacher shall receive \$1,500 unless the appropriation exceeds the request, then the appropriation shall be prorated.*

*The non-lapsing balances shall be used as follows:*

*\$5,000,000 to school districts and charter schools to provide one -time signing bonuses for new teachers;*

*\$19,000,000 to school districts and charter schools to provide one -time performance based compensation;*

*\$1,000,000 to establish a grant program to minimize the expenses of teachers to obtain the American Board Distinguished*

**F. No Fiscal Impact or Will Not Require Additional Appropriations?**

*Specify why this bill will have no fiscal impact on your agency or institution.*

*Specify how you will reallocate workloads, resources, or funding sources to eliminate need for additional appropriations. (USE ATTACHMENTS IF NECESSARY.)*

**G. If Bill Carries Its Own Appropriation:**

*Indicate if the amount appropriated is adequate to meet the purposes of the bill.*

*Are there future additional costs anticipated beyond the appropriation in the bill?*

**H. Impact on Local Governments, Businesses, Associations, and Individuals**

*Specify requirements in the bill that drive the impact on local governments.*

*Indicate costs or savings that are ***DIRECT and MEASURABLE***. If direct and measurable data are not available, are there areas that potentially could have a fiscal impact? (USE ATTACHMENT IF NECESSARY.)*

Local Governments:

*The impact on school districts, charter schools and students may be more and better qualified teachers as teachers receive the American Board Distinguished Teacher certificate and one -time signing bonuses.*

Businesses and Associations:

Individuals: